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ABSTRACT

The document presents the Southwest Regional Resource Center's (SRRC) final technical report on its major activities, products, and services for handicapped children from June 1, 1974, to September 30, 1977. The element summaries, which comprise the main text of the report, contain information on model development, regional task force work, direct appraisal programing services to children, sharing of resources with other regional resource centers and agencies, and the implementation of workshops and major conferences sponsored or co-sponsored by the SRRC. Not all activities nor all products are specifically mentioned, the intent being to summarize large areas of work to capture a broad picture of SRRC activities over the 3-year period. A supplemental materials index provides information on products from all regional resource centers, along with explanatory information. (Author/DLS)

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Final Technical Report

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University of Utah
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June 1, 1974 through September 30, 1977

Contract No. OEG-0-74-7893

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U.S. Department of Health, Education and Welfare
Office of Education
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FINAL TECHNICAL REPORT: SOUTHWEST RRC

ABSTRACT

The Final Technical Report for the SRRC contained herein represents a compilation and synthesis of major activities performed by the center during the performance of contract #OEC-0-74-7893, June 1, 1974 to September 30, 1977.

The activities by elements reported are indicative of the regional efforts of the center and as such reflect both regional and state activities, either separately or combined. All statements in this context respond to the provisions of the RFP within the established RRC-CORRC structure and procedures for the reporting of center accomplishments.

The recommendations made are advanced on the basis of the SRRC's provision of services to the states in Region 3 during the contract period. They are heavily influenced by the responses received from the center's constituency (SEA, LEA, etc.) as interpreted by the SRRC. These recommendations, too, have been influenced by the changing state of special education services experienced during this funding period (e.g., the advent of PL 94-142, etc.).

This report attempts to articulate the service functions performed during the contract and the positive impact these services have had in bringing more comprehensive appraisal and programming services to handicapped children in Region 3.

Contract No. OEC-0-74-7893

Final Technical Report of the Southwest Regional Resource Center

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Project Director

University of Utah
Salt Lake City, Utah

September 30, 1977

This project reported herein was performed pursuant to a contract with the Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U.S. DEPARTMENT OF
HEALTH, EDUCATION AND WELFARE
Office of Education
Bureau of Education for the Handicapped

PREFACE

The work reported here was performed through ongoing, close planning with the State Directors of Special Education from the states of Arizona, Colorado, Nevada, New Mexico, and Utah, and the Bureau of Indian Affairs, which was served as the sixth state in Region 3. The Southwest Regional Resource Center (SRRC) staff outlined proprosal elements that were needed to fulfill the workscope; State Directors then provided input on individual state needs. Where common needs existed, regional activities were planned and implemented, thus providing impact for all six states through one major activity.

The element summaries, which comprise the main text of this report, contain information on model development, regional task force work, direct appraisal and programming services to children, sharing of resources with other RRCs and other agencies, and the implementation of workshops--large and small-and major conferences sponsored or co-sponsored by the SRRC. Not all activities nor all products are specifically mentioned, but the intent is to summarize large areas of work to capture a broad picture of SRRC activities over the past three years.

The Supplemental Materials Index, the final section of this report, follows the format designed by the Coordinating Office of Regional Resource Centers to contain information on products from all Regional Resource Centers. Explanatory information precedes the listing of major SRRC products.

The Department of Special Education (Graduate School of Education, University of Utah), the contractor for SRRC, remained closely involved in SRRC activities through the participation of the department chairman on the Region 3 Management Board, through faculty participation in various SRRC activities, and through participation in departmental meetings and activities by the SRRC director. This ongoing participation provided current information to department members on field needs, activities, and trends, and provided professional expertise to SRRC activities through conference workshop facilitation, etc., by faculty members.

The Office of Research Administration, University of Utah, provided ongoing support to the SRRC through the formal contract activities between the University and the Bureau of Education for the Handicapped.

Contents

		Page
Abstract		1
Preface		5
Statement of Work 6-1-74 to 8-31-77		
Area 1	State Program Development	9
1A	Temporary support of experimental or demonstration models for appraisal and programming.	11
1B	Temporary support of SEA appraisal and programming staff.	13
1C	RRC-conducted demonstrations of appraisal and programming.	17
1D	Technical assistance via consultation, workshops, and dissemination of appraisal and programming procedures and instruments.	19
1E	Other strategies for stimulating or developing intrastate and state capacity for child appraisal and educational programming.	23
Area 2	Educational Appraisal	27
2B	Provide evaluation for referred children	29
Area 3	Educational Programming	31
3A	Develop long, short, and immediate range educational programs for referred children.	33
3B	Consult with schools and other agencies relative to programming	35
3C	Consult with parents and teachers at regional center upon request.	37

-continued-

Contents (continued) Page

3D Periodically reexamine and reevaluate programs for client-children. 39

Area 4 Sharing Resources. 41

4C Participate with other RRCs (and ALRC within the same region) to bring learning resource center concept to clients in an articulated manner. 43

Area 5 Project Administration 45

5A Maintain accountability data required by the funding agency. 47

5B Other administrative activities applicable to center. 49

5C Participate in network coordination activities. 51

Supplemental Materials Index. 53

AREA 1

State Program Development

Area 1: State Program Development

Element 1A: Temporary support of experimental or demonstration models for appraisal and programming

Introduction: The SRRC has supported demonstration models to facilitate sharing of exemplary practices and to provide direct appraisal and programming services to referred children as mandated in the RRC legislation; the demonstrations have also provided on-site assistance to SEAs and LEAs.

Major Activities: Two long-term and two shorter-term demonstration models were developed by the SRRC. At the beginning of the contract period, two SRRC educational diagnosticians were assigned to develop a model demonstration at the Hartvigsen School, a self-contained school for the moderately and severely handicapped, Granite District, in the greater Salt Lake City area. In developing the model, the diagnosticians identified the critical components needed to establish services for the severely handicapped in public schools (the resulting document is reported in 1D); provided appraisal and programming services to 250 children at the school (average enrollment, 237; see Areas 2 and 3 for child-count); and conducted nine workshops for the 65 professional and paraprofessional staff at the school--topics were based on a needs assessment conducted at the beginning of the year. A second major demonstration, lasting two years, was conducted at the Central Arizona Child Evaluation Center (CACEC) in Phoenix, Arizona. CACEC's purpose--before SRRC involvement--was diagnosis of mental retardation, with a medical emphasis. With the placement of the SRRC educational assessment coordinator, the educational implications of the diagnostic findings were communicated to teachers; through legislative, funding and organizational changes, CACEC now provides comprehensive, transdisciplinary diagnostic services to the severely handicapped from all categories. The SRRC organized and facilitated a consumer conference at CACEC. A document detailing the changes facilitated through SRRC involvement, and specifying the problem-oriented process used at this transdisciplinary clinic is reported in 5B. Two other demonstration models were also completed by the SRRC: one involved identification of a process for serving identified handicapped pre-school children in Bethel, Alaska (for the Bureau of Indian Affairs); the other established a model for transferring student information between educational agencies in compliance with PL 93-568, the Family Education Rights and Privacy Act (FERPA, also known as the Buckley Amendment), and the Privacy Act of 1974 which also governs BIA. A document was also generated in relation to the latter model (see 1B also).

Results/Conclusions: The demonstration models mounted by the SRRC are seen as a major factor in facilitating educational system changes,

and provide one of the primary impacts made upon Region 3 by the SRRC. One outcome from the demonstration models was the ability of the SRRC to serve children referred to the center. Because of the large geographic area encompassed by Region 3, it is indeed difficult to effectively serve great numbers of children from throughout the service area. During the Hartvigsen demonstration, no children were referred from the other states. Following ongoing information about the availability of services and a Management Board site visit to CACEC, several children from other states received diagnostic workups and educational programs from that center; the SRRC educational assessment coordinator also traveled to other sites on occasion (Bethel, Alaska, Las Vegas and Reno, Nevada, and Tohatchi, New Mexico) to provide direct appraisal and programming services. The outcome of providing services to children referred to the center was met; more importantly, however, the process steps of the two major demonstration models were clearly identified and reported in formats useable and useful to SEAs and LEAs in and beyond Region 3. As a result of the four demonstration models, appraisal and programming services for individual children were provided; process steps were identified on how to develop programs in public schools to serve severely handicapped children; on how to develop a transdisciplinary approach to diagnosis and make such information meaningful to school personnel and parents; parents have had direct involvement with their children's educational programming through the demonstration projects, and an active consumer advisory panel now has a formal voice in the management of CACEC; one state, Utah, plans to conduct a pilot program in San Juan School District (the district which contains Utah's portion of the Navajo Reservation and which lies in the Four Corners Area) based on the SRRC model for transferring student educational information; San Juan is in an area with a highly mobile population.

Recommendations: The demonstration models provided the opportunity for SRRC appraisal and programming services to children referred to the center, but more importantly, process steps to facilitate needed changes were identified. Through ongoing interaction with the State Directors of Special Education in Region 3, the SRRC staff feels that not all states would choose a demonstration center because their needs for other types of RRC services have greater priority. However, the SRRC recommends that demonstration centers continue to be an option for service, since the models generated by the center during the contract period appear to have had significant impact in the region and beyond. If a single demonstration center is to serve all states in a large geographic region, adequate funding must be assured to provide travel expenses for referred children and their parents, and to provide the ongoing liaison needed to maintain commitment of staff assigned away from the center to the primary needs of the region rather than to the immediate needs generated at the site. If each state in a region is to benefit equally, funding should be adequate for demonstrations in each state.

Area 1: State Program Development

Element 1B: Temporary support of SEA appraisal and programming staff

Introduction: The SRRC interpreted this element as including several types of support for SEAs: information, technical assistance, consultations, training, and salary support for SEA staff.

Major Activities: Three positions were supported in Region 3 SEAs during the contract period: Nevada employed a circuit rider for one year to deliver services to rural teachers and handicapped children in northern Nevada; Arizona hired an educator to conduct a statewide needs assessment related to comprehensive diagnostic capabilities, school psychologist certification, availability and qualifications for providing nondiscriminatory diagnostic services (this person was placed in a full-time state position following termination of the SRRC involvement); and Utah hired a full-time specialist to oversee third-party evaluation of Utah's 40 school districts, based on Project ACCESS (A Comprehensive, Cooperative, Educational Services System). All three persons provided reports to the SRRC (which were reproduced in SRRC Quarterly Reports). The Utah staff person also completed extensive documentation in the form of four of the five documents listed in the Supplementary Materials Index under numbers 03-02-11 to 03-02-15. Several task forces were supported dealing with specific problems identified by the State Directors of Special Education: a regional task force critiqued New Mexico's process (and participated in the planning) for competency based certification of educational diagnosticians; a regional task force and consultants worked for an extended period on addressing unbiased testing (the product, Unbiased Assessment: Guidelines, Procedures and Forms for the SEA's Implementation of Public Law 94-142, is abstracted under access number 03-02-09); a regional task force addressed confidentiality requirements and established a model for transferring student information, (Transferring Student Information Between Educational Agencies: How to Obtain Student Information From Other Educational Agencies; How to Release Student Information to Other Educational Agencies, 03-04-08); an Arizona in-state task force worked on processes for their state through a task force entitled "The Bicultural Child and Special Education" (their report also appeared in an SRRC Quarterly Report). In response to the identified need of the states to examine the quality of resource room programs, two consultants were retained for a study and report on the subject; their document, A Process Model and a Field Test for Evaluating the Effectiveness of Resource Programs, critiques the monitoring process for student progress as outlined in PL 94-142 (03-02-07). In response to a request from New Mexico to develop methods for teachers to monitor educational progress of the severely handicapped, the SRRC retained consultants to

develop the Teacher Reference Manual for Assessment Instruments for the Severely Developmentally Impaired (03-04-10). Consultants were also supported in response to other specific state needs. Technical assistance was provided to Utah to help plan and facilitate a conference, "With Bias Toward None," for psychologists and special education administrators from around the state. One major regional topical conference was co-sponsored by the SRRC and CORRC: "Programming for Handicapped Students at the Secondary Level: Responding to Public Laws." This conference provided training for RRC staff from across the country. A major publication of the same name (expenses underwritten by CORRC; publication work by SRRC) is being disseminated to all RRCs, and to the Directors of Special Education, Vocational Rehabilitation and Vocational Education in each state. All components needed for the secondary portion of an LEA plan are identified and recommended practices outlined. The dissemination of SRRC products is included in this element. When a product is completed, the bulk of the printing usually goes to the six SEAs in Region 3 for dissemination to LEAs and other RRCs are provided copies also. In addition, the SRRC responds to requests from educators and administrators from across the country. During this contract period, 19,282 copies of publications have been disseminated, including 11,199 to SEAs and LEAs in Region 3, 471 to SEAs and LEAs outside Region 3; the balance has gone to universities, teachers, graduate students, ALRCs, private agencies, and other requestors. (Other documents, included in the totals displayed above, are reported under other elements.) Most documents were also submitted to ERIC and accepted for inclusion in their reprint-microfiche collection.

Results/Conclusions: The support of the three SEA staff members (for varying lengths of time) facilitated the appraisal and programming efforts underway in the states; the SRRC support helped the states through a period of hiring freezes and monetary constraints. The efforts in Arizona and Utah strengthened programs that are continuing within those states; the third was effective, but not as clearly separated from ongoing state efforts. Regional task forces provide a cost-effective and time-efficient method for the six states to have their unique constraints, guidelines and mandates heeded within the context of solving a universal problem. The documents from the two regional task forces, Unbiased Assessment. . . and Transferring Student Information. . . have been widely requested, and support the contention that work addressed by one RRC should be shared with all others. The documents on the effectiveness of resource rooms and on measuring progress of severely handicapped students have also been shared, and their relevance will become more widely noted as teachers begin monitoring individual student progress toward IEP annual goals. (The demand for copies of the Administrators Manual. Programming for Handicapped Students at the Secondary Level: Responding to Public Laws (03-04-11) verifies that this is a relevant and timely document. Many states

are requesting 100+ copies for all vocational teachers or secondary principals or special education directors in their states; requests for such quantities cannot, of course, be filled. Evaluations will be sought on this product as well as on others mailed by request to educators and administrators. This product was completed and mailed in November, 1977, so is not reflected in the totals above.)

Recommendations: The SRRC recommends the continuation within the work-scope of activities that could encompass regional participation in problem-solving. While activities performed by the RRC-supported SEA staff were timely and needed, and while some sharing among states occurred as a result of work performed by those in SEA positions, the impact tended to be confined to the three states. It is recommended, however, that the option to provide financial support to SEA staff remain; the Region 3 Management Board has been sensitive to the needs of individual states, but has emphasized the regional service pattern; the SRRC, therefore, feels that active participation in planning center activities by board members will limit use of this mode of operation to states clearly in need of such a service because of temporary constraints.

Element 1C Summary

Area 1: State Program Development

Element 1C: RRC-conducted demonstrations of appraisal and programming

Introduction: This element was interpreted as demonstrations to parents of handicapped children.

Major Activities: This element was utilized for reporting primarily during the Hartvigsen demonstration project. The SRRC educational diagnosticians at Hartvigsen organized a Parent-to-Parent group to enable parents of multiply handicapped children to obtain information on dealing with unique problems, to ask questions of the professional staff, and to share frustrations and solutions with other parents. Approximately 50 parents participated in the sessions. A film, "Like Other People," dealing with the normal needs and feelings of handicapped persons, was also shown to approximately 40 parents of physically handicapped children.

Results/Conclusions: The activities completed under this element helped strengthen the feeling of community and cooperation among the parents at Hartvigsen--a public school with daily attendance by the same students within a school district.

Recommendations: This element incorporates a needed service if demonstration centers continue to be part of the RRC workscope. Because of the geographic distances involved in Region 3, however, demonstrations of actual appraisal and programming at the demonstration sites for persons other than parents were not undertaken. The demonstration of transdisciplinary assessment at CACEC would cover several days, and involve demonstrations by professionals from many disciplines. The publication from that center, however, will vicariously fulfill the intent of this element.

Area 1: State Program Development

Element 1D: Technical assistance via consultation, workshops, and dissemination of appraisal and programming procedures and instruments

Introduction: This element was interpreted to account for technical assistance, training, and information preparation and dissemination primarily to LEAs (following requests for such services from the Region 3 SEAs).

Major Activities: Approximately 75 workshops (about half of them conducted by SRRC staff) were presented under this element. The workshops ranged from those held in rural Nevada sites with only a few teacher participants, to a Jane Mercer workshop in Colorado with 250 participants, and the major national BIA conference with representatives from all twelve Area offices for awareness-level training on PL 94-142. This element accounted for the development activities in the Bethel Agency (Alaska) to identify ways to provide continuity of services to children and to deliver services to identified preschoolers; four follow-up consultations in native villages were completed. Many other consultations with LEAs (at the request of the SEA) were recorded in Element 1D also. LEA-level workshops were conducted by the three SRRC-supported SEA staff under this element, with 11 districts in Utah receiving final outbriefings following completion of third-party evaluations. Work by four task forces representing LEA-SEA membership occurred: one task force to identify the parameters between emotionally disturbed, mentally retarded, culturally different, economically disadvantaged and slow learning children; one on the bilingual, bicultural child and special education; one on competency based diagnostician certification standards; and Colorado's task force to establish appraisal and programming guidelines. Several relevant and widely requested documents were completed under 1D: the first task force mentioned above prepared a document, Examining Placement Problems Relative to Certain Handicapped and Nonhandicapped Children: A Regional Task Force Report (03-04-07). Three major BIA documents were prepared: from conferences involving SEA, IEA and LEA participants came two of the three: Special Education Guidelines: Bureau of Indian Affairs (03-02-16), and Comprehensive Implementation Processes for Special Education Services in the Bureau of Indian Affairs with Public Law 94-142 Compliances (03-02-07). The other BIA-requested document compiles regulations and policies from several official sources: Nondiscriminatory Assessment of Native Americans (03-02-17). Various versions of an LEA Plan Development document were prepared and used as workbooks at many workshops by SRRC staff; the variations were tailored to unique needs of the LEAs for which the workshops were conducted. Of major import was the LEA- or teacher-directed publication that came from the SRRC

involvement at the Hartvigsen School: Establishing Services for the Severely Handicapped in Public Schools (03-04-03); this document was reprinted due to the tremendous demand for copies. In addition, other reports, working papers, and consultant-produced documents were prepared under Element 1D.

Results/Conclusions: Evaluations of effectiveness for both workshops conducted by the SRRC and for publications mailed to requestors are maintained at the center. As a generality, the workshops presented by SRRC staff rank at the top end of the scale for effectiveness; much preparation and planning precedes each workshop, and the evaluations receive careful attention to upgrade any area that needs polishing. Because of the almost month-to-month extensions of the final reporting period, many workshops have been supported without SRRC input in the planning or implementation; this practice is avoided whenever possible because the SRRC philosophy is one of direct involvement when center funds are disbursed. Both the Region 3 Management Board and the SRRC staff question the cost-benefits when a flow-through model is used; the tentative nature of the continuation, however, and the fact that only four program persons have been on staff for the final year, have sometimes precluded the kind of involvement that is seen as most effective. The publications from Element 1D and from other elements are seen as a major thrust in impacting the educational system. Evaluations are solicited from persons who request copies of publications. Generally, however, an evaluation is mailed back before the person has had time to implement the information from the book. While plans were made to follow-up on use of certain publications one to two years following their mailing, lack of staff time has not permitted this to occur. The SRRC also sees that several of its publications have anticipated the needs of the school systems: e.g., Examining Placement Problems. . . helps practitioners avoid misplacement of children into special education--a practice that has always been deplored, but which has new urgency with the civil rights and educational legislation; Establishing Services for the Severely Handicapped in Public Schools appears to be helping administrators and teachers in large cities and small get programs going to meet the legislative mandates; Transferring Student Information. . .(reported in 1B) provides the information administrators need to comply with FERPA, including a prototype annual notice, access list sample, parental consent forms, etc. Element 1D provides for direct impact with teachers and administrators at the LEA; the success of the SRRC with this element results from these prerequisites: work at the LEA level is done only at the request of the SEA and based on a mutual needs assessment of how to meet the need; the SRRC staff--program and support--is versatile and committed to providing the best service possible.

Recommendations: Element 1D should be continued since it provides the area where service can be delivered to the field-at-large. Although the SRRC did not expend any funds on that part of 1D that permits the acquisition of appraisal and programming procedures and instruments, it is recommended that that option remain available because of the inclusion of a media/materials component in the new RRC workscope.

Area 1: State Program Development

Element 1E: Other strategies for stimulating or developing intrastate and state capacity for child appraisal and educational programming

Introduction: Under Element 1E, general technical assistance related to development of state plans and guidelines was undertaken; activities with other agencies are reported here, and the Direction Service contract, which was awarded midway through the contract period is also reported in 1E.

Major Activities: All six states in Region 3 were assisted in developing state plans, guidelines or proposed policies relating first to PL 93-380, then to PL 94-142. Technical assistance was delivered through 92 visits by staff members to the states for planning, monitoring, and dialogue on ongoing activities. A unique service delivery--interstate exchange--was proposed and implemented under 1E; through this exchange, State Directors of Special Education in Region 3 or their representatives visited other SEAs in and beyond the region to obtain information and on-site training in areas where help was needed. Interactions with other agencies were planned and implemented, including the participation in practicums at the demonstration sites by faculty and students--with University of Utah faculty and students working at the Hartvigsen School, and Northern Arizona University students (in LD, speech, and nursing) at CACEC; some medical residencies were also served at CACEC. The major activities with other agencies (aside from Direction Service, which follows), were: at the request of NASDSE, one SRRC staff member helped in the planning and implementation of a state-wide working conference for the Kentucky SEA through which IEP-writing guidelines were established for the state; one SRRC staff member helped plan and facilitate a conference for The President's Committee for Employment of the Handicapped. The entire SRRC staff was involved in planning and implementing the Utah White House Conference on Handicapped Persons (at the request of the State Director of Special Education). This involvement by SRRC staff assured that attention was paid to the educational component. Following the award of the contract for Direction Service, a coordinating office was established at the SRRC, and a subcontract let for two sites in southeastern Utah: one, covering three counties experiencing rapid growth due to coal development (referred to as the GIA--for Growth-Impacted Area), and the other targeted on providing direction to Native American Handicapped (NAH) in the county that contains Utah's portion of the Navajo Reservation. The three offices were staffed, and excellent coordinative efforts began, with the SRRC office facilitating state-level cooperation, the two field sites working with the agencies in their areas. A service provider file was developed, and data collected on available services in Utah. The

Manual for Use of the Service Provider File: Keysort System (03-02-10) was printed and disseminated to enable access to the stored information. Direction Service was provided to 257 clients; staffings were completed by the Direction Service Advisory Committees on the local level where necessary, and referrals were made to social, welfare, health, legal, juvenile, education and other agencies. A multi-media public information campaign was mounted which included newspaper articles and public service radio announcements; the radio announcement for the NAH area was taped in English and Navajo; a slide-sound presentation was developed and presented at the national Direction Service meeting, and to local agency personnel and parents. The SRRC coordinator made 28 technical assistance visits to the sites, and personnel from the three offices attended 55 coordinating meetings with other agency personnel at the state and local levels. The Direction Service Forms Manual (03-02-06) containing policies and procedures for each form used in the project was developed and disseminated. A replication report on Direction Service is under development.

Results/Conclusions: Element 1E provides the needed flexibility to permit RRC responsiveness to state needs within the workscope. The special education systems within the states in Region 3 vary considerably as to comprehensiveness and sophistication. BIA presents unique problems in that its twelve Area Offices are spread across the country, with one located in Alaska. The technical assistance from the SRRC has helped identify common problems, seek solutions that benefit more than one state, and facilitate use of methods and techniques across state lines. Where unique situations occur, assistance can be targeted to meet the need. The interstate exchange has seen legislative and fiscal analysts from states faced with new legislation visit SEAs where the needed systems were underway. State Directors have utilized their own documents, manuals, and rules and regulations to help State Directors from other states in the region. This concept of peer-to-peer inservice has been most effective and cost-beneficial in providing training to meet specific needs. The active cooperation stimulated between the states in Region 3 has been of immeasurable help to the SRRC in providing services based on state needs. Participation with other agencies has broadened and strengthened the technical assistance capabilities of SRRC staff. Through presentations to groups and agency personnel on Direction Service, more than 500 referrals have been received; most of the persons referred have been visited by Direction Service personnel, with 257 receiving referrals to other agencies by Direction Service, based on the unique needs of the clients. Due to cooperative relationships with other agencies, Direction Service has been instrumental in helping develop new services; e.g., a summer program was established for handicapped children in the GIA; a sheltered workshop was begun in the NAH, which includes interagency cooperation and parental involvement. Following Direction

Service involvement, the already established state level Education-Social Services Coordinating Committee held a workshop to redefine committee focus. A needs assessment instrument on coordination was formulated and focused on service deliverers. Through the state-level committee, assistance on transportation was delivered to the NAH area, resulting in a lessening of a major problem.

Recommendations: The SRRC recommends that Element 1E remain unchanged. SRRC staff provided many in-kind hours to the emerging Direction Service program. Refunding of Direction Service without support from the SRRC program (except for the .05 FTE in-kind support of the principal investigator) in effect diminishes the number of person hours to be expended on that effort. The interaction between RRC and Direction Service staff, which occurred through daily discussions, staff meetings and staff retreats, will no longer be possible. At the same time, services formerly available--such as typing reports, printing, collating, etc.--will have to be paid for by funds earmarked only for Direction Service. In order to maintain the viable working relationships that they have established, Direction Service personnel recommend: (1) that they continue working effectively with the Advisory Committees--both on the regional, the state and local levels; (2) that continued cooperation be stressed between the state level advisory committee and the local advisory committees; (3) that they continue to provide information as needed to service providers so that better coordination and cooperation will result; and (4) that they cooperate with information/referral services on the state and local levels in order to avoid duplication of efforts.

AREA 2

Educational Appraisal

Area 2: Educational Appraisal

Element 2B: Provide evaluation for referred children

Introduction: All children receiving appraisal or reappraisal services through the SRRC are reported in Element 2B.

Major Activities: During the contract period, 1,543 children received direct appraisal and/or reappraisal services from the SRRC. (Direct services, as defined in the RRC's Common Terminology, are services provided directly by RRC-center staff or by diagnosticians, etc., paid directly through RRC funds.) Services were provided through the Hartvigsen and CACEC demonstrations to 525 of these children. Direct-service monies provided by BEH and administered through CORRC paid for 883 appraisals. After the CORRC-administered funds were depleted, the SRRC proposed to provide direct appraisal and programming services to Region 3 handicapped children when no other financial advocate existed. Some 82 children were served through these earmarked funds. The SRRC-supported SEA staff provided direct appraisals to 53 children. A state-by-state breakdown of children served follows:

Arizona:	427
BIA:	133
Colorado:	62
Nevada:	340
New Mexico:	62
Utah:	519

Results/Conclusions: The higher numbers of children served in Arizona and Utah reflect the physical location of the two demonstration centers in those states. Obviously the SRRC provided a needed service to handicapped children and youth through direct appraisal services. The appraisals performed at the demonstration sites were done by SRRC staff, and were part of their job descriptions for eliciting the information needed on exemplary appraisal services. When CORRC and SRRC funds were utilized for appraisals by consultants, no other financial advocate was available to underwrite the appraisal (and programming) costs. Of the 62 New Mexico children receiving services, 61 of them are institutionalized. Through SRRC support of the appraisals and writing of individualized educational programs, approximately half of the children are receiving programs in a public school.

Recommendations: While PL 94-142 mandates a free, appropriate, public education for all handicapped children, RRCs should continue to have a role in direct appraisal and programming

services, in order to provide informtion on innovative, effective methods for determining the educational needs of handicapped children.

AREA 3

Educational Programming

Area 3: Educational Programming

Element 3A: Develop long, short, and immediate range educational programs for referred children

Introduction: All children receiving direct educational programming services through SRRC funds are counted in Element 3A.

Major Activities: During the contract period, 1,328 children and youth received educational programs based on their appraisals. Of this number, 877 were paid for by the CORRC-administered direct service funds. Due to a network-wide change in accountability procedures, it is not possible to detail the students by state, but all children appraised with direct service monies received programs if they were identified as handicapped.

Results/Conclusions: The child-count reporting system evolved by the RRCs and CORRC provided an accurate accountability system for numbers of children served. Approximately 200 fewer children received programming services than were appraised by the SRRC. Some of this discrepancy is due to children receiving appraisal services which determined they were not handicapped, so no programming was completed. Also, at the CA/EC demonstration project, many infants and preschool children receive appraisal services. Unless the follow-through programming for the home involved educational techniques, the children were not counted as receiving educational programs; only those children receiving programming from the SRRC educational assessment coordinator are counted.

Recommendations: The individualized education program is the focus of the RRC workscope for the next period. If based on an unbiased assessment of a child, the program should assure the provision of an appropriate education. Certainly Element 3A should remain, although the work statement should more closely reflect the words of the law.

Element 3B Summary

Area 3: Educational Programming

Element 3B: Consult with schools and other agencies relative to programming

Introduction: This element was interpreted to mean consultations with schools relative to individual children's programs.

Major Activities: During the contract period, 64 consultations with schools, and BIA Agencies or Areas were provided.

Results/Conclusions: For 250 of the children and youth appraised and programmed for, only 1 school--the Hartvigsen--was involved. Very little interaction occurred with other agencies which might have been involved in a child's programming. Included in the total were consultations with four local schools in Alaska, a boarding school for handicapped American Indians at Tohatchi, New Mexico, and the Los Lunas Training School, New Mexico.

Recommendations: This element should remain unchanged. With the advent of PL 94-142, consultations with schools and other agencies should be reflected for every child receiving an IEP.

Area 3: Educational Programming

Element 3C: Consult with parents and teachers at regional center upon request

Introduction: This element was interpreted to be consultations with parents and teachers at the demonstration centers.

Major Activities: Consultations were held with teachers or parents 412 times during the contract period.

Results/Conclusions: Parental involvement in development of the IEP will significantly affect reporting in this area. Parents of most children served at the demonstration centers were involved in consultations; all teachers at the Hartvigsen School were also routinely included in consultations about the students attending school there. At the CACEC, however, a case management system is used, and the parents may opt to consult with only the case manager. Only when the SRRC staff person was involved in the parent entry and exit interviews were the parents counted. The CACEC consumer conference sponsored by the SRRC was designed primarily to obtain structured parental input; that activity, however, was recorded as part of the general model development under 1A. The forms utilized for direct-service funds (from CORRC and the SRRC) did not provide information about parent involvement, so accurate records are not available.

Recommendations: Parent and teacher consultations should remain in the RRC workscope, but should be separated so compliance with the law regarding parental involvement in the IEP can be monitored.

Area 3: Educational Programming

Element 3D: Periodically reexamine and reevaluate programs for client-children

Introduction: The element was interpreted to include tracking progress of individual children, and on-site evaluations of individual programs developed for children.

Major Activities: The progress of 140 students was tracked, with on-site evaluations of programs developed for the students by the RRC or by others. Programs developed for preschool children in the Bethel Agency, Alaska, were monitored under this element.

Results/Conclusions: Tracking student progress or conducting on-site evaluations of student programs was not performed at a rate commensurate with the numbers of children served. It is felt that some tracking of progress occurred daily at the Hartvigsen School, but accountability procedures were not at that time understood with the degree of specificity needed to accurately reflect the work. For example, if a modification were made in a child's program, it was recorded as time spent in programming rather than in reevaluating the program. Because each child was identified with a unique number (which could be identified with a particular child only at the site), children were not counted more than once, but the outcomes of work accomplished were not accurately recorded.

Recommendations: This element should be retained. The at-least-annual review of the IEP will demand reexamination and reevaluation of programs developed for individual children.

AREA 4

Sharing Resources

Area 4: Sharing Resources

Element 4C: Participate with other RRCs (and ALRC within the same region) to bring learning resource center concept to clients in an articulated manner

Introduction: This element was interpreted to include all planning and coordinative work with other RRCs, with CORRC, and with the SWALRC, in order to maximize efficiency of services delivered to the states in Region 3.

Major Activities: Throughout the contract period, the SRRC cooperated with other RRCs and CORRC to facilitate dissemination of information on exemplary practices of appraisal and programming for handicapped children. Materials developed and produced by other centers were disseminated to the states in Region 3. Through this element, the SRRC, the NWRRC and CORRC combined staff time and financial support for a conference document, Implementing Special Education Services in Rural, Remote Areas: The Proceedings from the Western States Topical Conference (03-04-02). Ongoing planning occurred with the SWALRC, including three two-day workshops. In addition, coordinated services from the SRRC and SWALRC were delivered via a joint evaluation of New Mexico's four regional service centers (which provide intermediate-level special education support services to the districts), and through the development (by staff of the two centers and New Mexico SEA personnel) of a format and content for IEP training workshops held throughout the state. Joint activities in Colorado also occurred, with the SRRC participating in two Media Fairs sponsored by the SWALRC.

Results/Conclusions: The sharing of resources provided cost-effective impact on the states in Region 3 by offering a wide array of ideas and methods developed by other RRCs. Coordinative efforts with the SWALRC resulted in coooperative services to two states, and ongoing dialogue increased awareness between the two centers' personnel of areas where joint services might develop. Different funding dates for the two centers precluded maximum effectiveness in developing joint services.

Recommendations: The SRRC recommends that sharing of resources continue between centers in the future. Although all RRCs work under the same workscope, different types of expertise have emerged from the centers. And although the problems may appear to be different in large, heavily populated states and in sparsely populated ones, closer examination usually reveals that the problems are basically similar. Sharing solutions or methods to attack these problems as they relate to providing appropriate educational service to handicapped children maximizes the impact of the federal funds spent on RRCs.

Element 5A Summary

Area 5: Project Administration

Element 5A: Maintain accountability data required by the funding agency

Introduction: This element was interpreted to incorporate all accounting made by SRRC staff for program content and fiscal resources; accountability was seen as fulfilling the contract with BEH, and also as a resource for effective management of the SRRC. Administrative costs associated with the direct-service monies were also charged to this element.

Major Activities: All SRRC staff, including both program and support personnel, maintained daily time sheets of work accomplished. Daily postings of expenditures permitted immediate feedback for planning purposes. (All SRRC accounts are officially documented through the University of Utah computer, but are available only monthly.) Regular meetings were held for all staff, and program staff met at least bimonthly to monitor fiscal and program progress. Periodic one-day or two-day intensive planning sessions were held with all staff participating. Two accountability information system service agreements were written with CORRC, and all accountability data were submitted to that center in the uniform system agreed upon for summarization of data from all RRCs for BEH. A consultant analyzed the SRRC management system, and submitted a report, A Program Structure for Evaluation and Planning (03-02-04), which provided a conceptual framework for maximizing time and money in providing regional services. Staff members also were accountable to one another through the use of contact sheets which were completed by individuals who communicated with SRRC clients regarding plans or services; copies were then disseminated to other staff members who were or would be involved in transactions.

Results/Conclusions: Comprehensive accountability records are available at the SRRC on time and money expended by the center. These records are available in the event of an audit, but more importantly, the information they contain can be used in managerial decisions.

Recommendations: The SRRC recommends maintaining Element 5A as it stands.

Element 5B Summary

Area 5: Project Administration

Element 5B: Other administrative activities applicable to center

Introduction: This element was interpreted as including all administrative activities other than program and fiscal monitoring and collection of accountability data. Included here are program reports, planning with others, site visits, and professional development activities.

Major Activities: During the period covered by this report, twelve Progress Reports were prepared and submitted to BEH and to CORRC for inclusion in the data summary for all RRCs. Fourteen Management Board meetings were held for ongoing planning with the State Directors of Special Education in Region 3; the meetings were cosponsored and jointly conducted by the SRRC and the SWALRC. Management board membership consisted of the six State Directors and a representative from the University of Utah and from New Mexico State University (contract holder of the SWALRC project). Under this element, a BEH site visit occurred, and the SRRC also participated in a site visit from the ABT, a BEH-sponsored contractor evaluating the Regional Resource Center system. Under this element, special meetings called by the funding agency were attended, and professional development activities occurred. The chairman of the Management Board participated as a member of the search committee when the directorship of the SRRC became vacant through resignation. A program report to Region 3 SEAs was completed by the SRRC staff member assigned to the CACEC: Transdisciplinary Evaluation of Children: Final Report of the Southwest Regional Resource Center's Involvement with the Central Arizona Child Evaluation Center. This report was completed in September, but will be printed and disseminated in November, 1977.

Results/Conclusions: The format utilized for Progress Reports provided information via dollars and hours accountability as required by BEH, and also provided narrative information regarding SRRC activities for the benefit of the State Directors of Special Education in Region 3. Through ongoing planning that occurred at the Mangement Board sessions, a regional emphasis was maintained; here priorities were determined for SRRC activities in the states, and where common problems existed, regional objectives helped each state meet their needs in a cost-benefical manner. The SRRC anticipates that the CACEC report will be of immediate value to LEA personnel and teachers.

Recommendations: The activities enabled through this element are necessary for project reporting and for planning activities with others. The SRRC recommends that the workscope continue

to permit planning activities with client-states and other agencies, and further recommends that responsbile accountability procedures remain. If single-system accountability remains as a choice of the funding agency, the SRRC would recommend that the system developed with RRC staff input for this contract be continued rather than expending additional resources--fiscal and human--to develop a new accountability system.

Element 5C Summary

Area 5: Project Administration

Element 5C: Participate in network coordination activities

Introduction: This element was utilized for reporting all liaison activities with other RRCs.

Major Activities: The SRRC director attended all national RRC Directors meetings through the contract period. Three members of the staff were assigned to work on the RRC standing committees: Training and Communication; Accountability; and Intrastate Program Development. Meetings and conference telephone calls provided for ongoing SRRC input into the work of the standing committees. Regional topical conferences cosponsored by CORRC and an RRC were attended and accounted for under this element (an exception was the topical conference on secondary programming for handicapped students cosponsored by the SRRC, which was reported under Element 1E since SEA and LEA participants from Region 3 were invited to attend). Under this element, the SRRC staff person on the Training and Communication committee participated in planning a BEH-sponsored national conference for personnel who are engaged in demonstration projects for the severely handicapped; this staff member also trained the small-group facilitators (RRC staff from across the country). Other RRC staff participated in the conference which was attended by SEA and LEA representatives, demonstration project personnel, and parents.

Results/Conclusions: Through the above activities, SRRC personnel remained up-to-date on network activities and could utilize current information in planning activities for Region 3, and in collecting accountability information. Through participation in the regional topical conferences and the BEH conference, SRRC staff members were apprised of the latest developments regarding exemplary appraisal and programming practices and legislation.

Recommendations: The SRRC highly recommends that the types of activities encompassed under this element remain in the RRC workscope. It is suggested, however, that careful attention be given to the placement of these activities, as the expenditure of time and money on these activities now is charged to general administrative costs. Some of the activities reported above, such as the topical conferences and the participation by staff members in network activities, would perhaps be better accounted for under Area 4: Sharing Resources.

SUPPLEMENTAL MATERIALS INDEX

Southwest Regional Resource Center
Final Technical Report

SUPPLEMENTAL MATERIALS INDEX

The following pages list and abstract major products developed and disseminated by the Southwest Regional Resource Center (SRRC) during the contract period June 1, 1974 to September 30, 1977. The numbering code is consistent across the Regional Resource Center system, and consists of six digits:

1. The first two digits signify the RRC, i.e., all products listed here begin with 03, for Region 3.

2. The second two digits signify the category of the item:

   03 01 Contract Bid Responses
   03 02 Technical Reports
   03 03 Progress Reports
   03 04 Products

3. The final two digits indicate the accession number assigned by the Coordinating Office for Regional Resource Centers (CORRC).

A few items have been added to this report that were not included in the final national compilation by CORRC. Some of these items were produced early in the project, and some were produced after CORRC's contract ended. The items included here that were omitted in the national index are: 03-02-11 to 03-12-15, Utah's Project ACCESS; two documents produced for the Bureau of Indian Affairs--03-02-16 and 17; Progress Report 03-03-12; and two general products: 03-04-11, an administrators' manual for secondary programs for handicapped students; and 03-04-12, final report on the SRRC's support of the demonstration project at the Central Arizona Child Evaluation Center.

Additionally, abstracts have been rewritten or modified in several instances to more accurately portray the contents of the documents. Most of the products and some of the technical reports have been submitted to ERIC and accepted by them for reproduction in paper copies or microfiche.

CONTRACT BID RESPONSES

Index #: 03-01-01
Title: Proposal for Rocky Mountain Regional Resource Center, Region #3
Author: University of Utah
Region: #3
Abstract: This document is a contract proposal made by the Rocky Mountain Regional Resource Center and the University of Utah to serve as a regional resource center for Region #3 (Arizona, Colorado, Nevada, New Mexico, Utah and the Bureau of Indian Affairs (BIA) schools). Included in the document are: 1) background information; 2) targets; 3) scope of activities; 4) resources for accomplishing goals; 5) budget summary; and 6) appendices.

Index #: 03-01-02
Title: Modified Continuation Request
Author: Rocky Mountain Regional Resource Center
Region: #3
Abstract: This document is a proposal made by the Rocky Mountain RRC for continuation of a contract to provide services as a regional resource center. The document contains: 1) background; 2) targets; 3) objectives, strategies, tactics and expected results; 4) evaluation; 5) projected activities; 6) potential impact; 7) resources for accomplishing goals and objectives; and 8) organization of the RMRRC.

Index #: 03-01-03
Title: Continuation Request, February 1, 1976 - January 31, 1977
Author: University of Utah
Region: #3
Abstract: This document is a proposal for continuation of a contract to provide services as a regional resource center to serve Region #3. Included in the document are: 1) introduction; 2) administrational and staffing information; 3) statement of work by Southwest RRC objectives; 4) statement of work by workscope area; 5) schedule; 6) internal monitoring; 7) definitions; 8) statement of work by states, multi-state region; 9) subcontract agreements; 10) budget summaries and 11) appendix: vitae.

Index #: 03-01-04
Title: Direction Service Addendum to Continuation Request, February 1, 1976 - January 31, 1977
Author: Southwest Regional Resource Center
Region: #3

Index #03-01-04 (con't.)

Abstract: This document is a Direction Service Addendum written by the Southwest RRC and is intended to supplement the Continuation Request, February 1, 1976 - January 31, 1977. The document contains: 1) proposal narrative; 2) budget summaries and 3) appendices.

Index #: 03-01-05
Title: Direction Service Addendum, February 1, 1976 - January 31, 1977.
Author: Southwest Regional Resource Center
Region: #3
Abstract: The Southwest RRC proposes the establishment of an Intermediate Direction Service model (through subcontractual arrangements) for the demonstration of the delivery of direction service in selected areas of Utah. This model will be developed in an Intermediate Education Agency having two components, one of which focuses on the delivery of direction service to Native Americans in a rural remote section of San Juan County in Utah, and one in rural areas of Carbon, Emery and Grand Counties in Utah. Activities at the two sites will be coordinated through the office of the coordinator of direction service at the SRRC. The joint Education-Social Services State Coordinating Committee will provide advice relevant to the state of Utah; the Region 3 Management Board will provide advice relevant to the region and to transportability; local advisory councils will provide on-site, multidisciplinary advice and support.

Index #: 03-01-06
Title: Direction Service Continuation Proposal, February 1, 1977 - August 31, 1979
Author: Southwest Regional Resource Center
Region: #3
Abstract: This Direction Service Continuation Proposal is an addendum to the continuation proposal for February 1, 1977 - August 31, 1977. It proposes the continuation of the Intermediate Direction Service model (through subcontractual arrangements) for the demonstration of the delivery of direction service in selected areas of Utah.

Index #: 03-01-07
Title: Continuation Request, Southwest Regional Resource Center, February 1, 1977 - August 31, 1977
Author: University of Utah
Region: #3

Index #03-01-07 (con't.)

Abstract: The SRRC will work cooperatively with Region #3 State Directors of Special Education to utilize its full resources in establishing programs that will assure equal educational opportunity for handicapped children. While the SRRC will work on priority items designated by the State Directors of Special Education (but within RFP parameters), the center will emphasize, wherever possible, improved services for the severely, multiply handicapped as proposed by this continuation request.

Index #: 03-02-01
Title: The Rocky Mountain Regional Resource Center: An Overview, Final Report, Volume I.
Author: Rocky Mountain Regional Resource Center
Region: #3
Abstract: The purpose of this report is to compile and document the history of the Rocky Mountain Regional Resource Center. The compilation is a limited analysis of the program, and seeks to isolate activities which provide information on the operation of regional centers serving handicapped children and special education. This compilation is the final report on the RMRRC's 4-year history (1970 - 1974) and consists of 3 volumes. Volume I contains six chapters: 1) The RRC: A Perspective; 2) The RMRRC; 3) Purpose and Direction; 4) Program Outline; 5) Results; and 6) Summary, Bibliography and Appendices.
Pub. Info.: November, 1974 270 pp.

Index #: 03-02-02
Title: The Rocky Mountain Regional Resource Center: Service and Training, Final Report, Volume II.
Author: Rocky Mountain Regional Resource Center
Region: #3
Abstract: This document is a continuation of Volume I. Volume II consists of seven chapters: 1) Direct Service Delivery Programs; 2) Stratistician, Stage One, 1970 - 1972; 3) Stratistician, Stage Two, 1972 - 1973; 4) Stratistician, Stage Three, 1973 - 1974; 5) Summary of Stratistician Development; 6) Training Program; and 7) Bibliography and Appendices.
Pub. Info.: November, 1974 410 pp.

Index #: 03-02-03
Title: The Rocky Mountain Regional Resource Center: Project Outreach, Final Report, Volume III.
Author: Rocky Mountain Regional Resource Center
Region: #3
Abstract: This document is a continuation of Volumes I and II. Volume III consists of eight chapters: 1) An Overview of Outreach; 2) Project Outreach: Idaho; 3) Project Outreach: Montana; 4) Project Outreach: Utah; 5) Project Outreach: Wyoming; 6) Evaluation Report on the Outreach Component; 7) Regional Conference on Serving the Severely, Multiply Handicapped; and 8) Summary of Outreach Programs.
Pub. Info.: November, 1974 230 pp.

Index #: 03-02-04
Title: A Program Structure for Evaluation and Planning.
Author: Joseph J. Melichar and Rocky Mountain RRC
Region: #3
Abstract: This document contains materials and the general concept of an accountability, evaluation system developed by a consultant for inservice training of the SRRC staff.
Pub. Info.: March, 1975 219 pp.

Index #: 03-02-05
Title: Final Evaluation Report on the Technical Assistance Workshop for Colorado: Staffing Guidelines and Procedures.
Author: R.W. Vaughan and Southwest Regional Resource Center
Region: #3
Abstract: This document is the final evaluation report on the series of seven technical assistance workshops held in Colorado in January 1976. The intent of the workshops was to give technical assistance to the 43 administrative units in Colorado in the area of bridging the practical and legalistic discrepancies pertaining to case staffing. Basic guidelines, procedures, and strategies necessary for operating a sound, practical and relevant special education program for screening, assessing and staffing suspected handicapped students were presented.
Pub. Info.: February, 1976 91 pp.

Index #: 03-02-06
Title: SRRC Direction Service Forms Manual.
Author: Sylvia M. Cowan and Southwest Regional Resource Center
Region: #3
Abstract: This forms manual has been developed to assist the SRRC Direction Service staff and subcontract staff in acquiring information to enable them to provide information and referral services to handicapped children and their parents.
Pub. Info. January, 1977 55 pp.

Index #: 03-02-07
Title: A Process Model and a Field Test for Evaluating the Effectiveness of Resource Programs.
Author: Betty D. Harrison, Trilby Dallon and Southwest Regional Resource Center
Region: #3
Abstract: This manual presents a model and results of a field test for evaluating individual child progress and overall program effectiveness for resource room programs. The information was prepared under subcontract for the SRRC at the request of the states in Region #3.

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Index #: 03-02-07 (continued)

Samples of forms to be used in evaluating consumer satisfaction and program effectiveness are included. The field test was conducted in a rural elementary school, a suburban elementary school, and a suburban junior high school. Results, conclusions and recommendations are included. The manual addresses the evaluation, program monitoring aspects of PL 94-142.

Pub. Info.: January, 1977 64 pp.

Index #: 03-02-08

Title: Comprehensive Implementation Processes for Special Education Services in the Bureau of Indian Affairs with Public Law 94-142 Compliances.

Author: Jean J. Moore, Ed.

Region: #3

Abstract: This document represents the proceedings from a national workshop conducted by the SRRC for the Bureau of Indian Affairs personnel. Workshop groups generated information on known resources, and follow-up activities for four broad areas: Administration and Fiscal; Assessment and Placement; Program and Evaluation; and Protections.

Pub. Info.: November, 1976 72 pp.

Index #: 03-02-09

Title: Unbiased Assessment: Guidelines, Procedures and Forms for the SEA's Implementation of Public Law 94-142.

Author: Southwest Regional Resource Center

Region: #3

Abstract: A regional task force and three consultants were involved in production of this document which focuses on three areas of concern relative to unbiased assessment of minority children: child process, nondiscriminatory assessment and procedures, and professional development. Included are guidelines for evaluating tests for bias; the implications of providing unbiased assessment for organizational components, educational services, personnel development, student services and evaluation; and a bibliography on alternative and unbiased assessment.

Pub. Info.: January, 1977 48 pp.

Index #: 03-02-10
Title: SRRC Direction Service Manual for Use of Service Provider File (Keysort System).
Author: Southwest Regional Resource Center
Region: #3
Abstract: This manual has been developed to provide policies and procedures for the service provider file as well as instructions for use of the keysort system. Three sections and an appendix are included to reflect the overall development of the system and method of data collection. They are: Section 1: Developing the System; Section II: Keysort Card; Section III: Gathering the Data; and Appendix A: Synonyms for Handicapped Conditions.
Pub. Info.: February, 1977 53 pp.

Index #: 03-02-11
Title: Utah's Project ACCESS (A Comprehensive Cooperative Educational Services System). Phase I: Project Identification, Process Model
Author: Randolph G. Sorensen
Region: #3
Abstract: The processes used in the Utah public schools from the time of teacher referral through testing of the child are outlined. Copies of the forms used are included, and some examples of information given to teachers to help remediate specific problems are added.
Pub. Info.: September, 1976 64 pp.

Index #: 03-02-12
Title: Utah's Project ACCESS, Phase I: Project Identification, Summary and Results
Author: Randolph G. Sorensen
Region: #3
Abstract: Results from identification of children for the school years 1973-74, 1974-75, and 1975-76 in 22 school districts are tabulated; both statistical and narrative summaries are presented.
Pub. Info.: September, 1976 22 pp.

Index #: 03-02-13
Title: Utah's Project ACCESS, Phase II: Third-Party Evaluation, Process Model
Authors: Darrel H. Hart, James G. Bergera, Ralph J. Haws and Cyrus W. Freston
Region: #3
Abstract: Once a school district's handicapped children are identified, a third-party evaluation is made in the district to identify strengths and weaknesses

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Index #: 03-02-13 (continued)
and gaps that present barriers to serving all the children. This report outlines the processes used in the third-party evaluations.
Pub. Info.: July, 1974 110 pp.

Index #: 03-02-14
Title: Utah's Project ACCESS, Phase II: Third-Party Evaluation, Summary and Results
Author: Randolph G. Sorensen
Region: #3
Abstract: This document summarizes the findings from third-party evaluation in narrative form on the following components, as they relate to a district's service system for handicapped children: district description of programs; administrative personnel; special education teachers; pupil services support personnel and programs; regular classroom teachers; parent perceptions; and handicapped budget.
Pub. Info.: September, 1976 14 pp.

Index #: 03-02-15
Title: Utah's Project ACCESS, Phase III: Implementation, Summary and Results
Author: Randolph G. Sorensen
Region: #3
Abstract: This final document in the series of five relating to ACCESS provides a brief summary (narrative) of findings relevant to implementing the suggestions from the third-party evaluation. Instructions are included for the development of the LEA plan, and some forms are included for district use, such as those for the student file, parental permission slips, access record form, etc.
Pub. Info.: September, 1976 22 pp.

Index #: 03-02-16
Title: Special Education Guidelines: Bureau of Indian Affairs
Author: Southwest Regional Resource Center
Region: #3
Abstract: The guidelines developed by the BIA for this publication grew from task force work at two conferences. Philosophy, objectives, policy and categorical descriptions are included; guidelines are presented on professional personnel, curriculum, accountability, etc.
Pub. Info.: 1975 44 pp.

Index #:	03-02-17
Title:	Nondiscriminatory Educational Assessment of Native Americans: Bureau of Indian Affairs
Author:	Jean J. Moore, Judy Ann Buffmire and Mary Hair
Region:	#3
Abstract:	Proposed rules and regulations for unbiased testing of American Indian and Native Alaskan children are presented in this document. General areas addressed include student-centered testing; criterion-referenced test preference; student and parent rights; the use of test information for management information systems, etc. Access to records (as outlined by the Family Education Rights and Privacy Act) is also outlined.
Pub. Info.:	January, 1976 24 pp.

PROGRESS REPORTS

Index #: 03-03-01
Title: Progress Report, June 1, 1974 - December 31, 1974.
Author: Rocky Mountain Regional Resource Center
Region: #3
Abstract: This document provides summary data generated by the RMRRC for the period specified. The document contains: 1) progress report by strategy; 2) summary budget and program report; 3) demographic data; 4) program development; and 5) appendices.

Index #: 03-03-02
Title: Progress Report for Period Ending January 31, 1975.
Author: Southwest Regional Resource Center
Region: #3
Abstract: This document provides summary data generated by the SRRC for the period specified. Included in this document are: 1) narrative section on state program development, educational appraisal and educational programming; 2) accountability data by area; 3) workscope area summary; 4) client summary data; and 5) demographic data.

Index #: 03-03-03
Title: Progress Report, February 1, 1975 - April 30, 1975.
Author: Southwest Regional Resource Center
Region: #3
Abstract: This document provides summary data generated by the SRRC for the period specified. Included are: 1) narratives by SRRC strategy numbers; 2) financial accounting by program areas; 3) backup materials for financial accountability data; 4) demographic data; 5) strategy backup materials; and 6) appendices.

Index #: 03-03-04
Title: Progress Report, May 1, 1975 - July 31, 1975.
Author: Southwest Regional Resource Center
Region: #3
Abstract: This document provides summary data generated by the SRRC for the period specified. Included are: 1) narratives by SRRC strategy numbers; 2) financial accounting by program areas; 3) backup materials for financial accountability data; 4) demographic data; 5) strategy backup materials; and 6) appendices.

Index #: 03-03-05
Title: Progress Report, Quarter 3, August 1, 1975 - October 31, 1975.
Author: Southwest Regional Resource Center
Region: #3
Abstract: This document provides summary data generated by the SRRC for the period specified. Included are: 1) narratives by SRRC strategy numbers; 2) financial accounting by program areas; 3) backup materials for financial accountability data; 4) demographic data; 5) strategy backup materials; and 6) appendices.

Index #: 03-03-06
Title: Progress Report, Quarter 4, November 1, 1975 - January 31, 1976.
Author: Southwest Regional Resource Center
Region: #3
Abstract: This document provides summary data generated by the SRRC for the period specified. Included are: 1) narratives by SRRC strategy numbers; 2) financial accounting by program areas; 3) backup materials for financial accountability data; 4) demographic data; 5) strategy backup materials; and 6) appendices.

Index #: 03-03-07
Title: Quarterly Report for RRC #3, Quarter of February 1, 1975 - April 30, 1976.
Author: Southwest Regional Resource Center
Region: #3
Abstract: This document provides summary data generated by the SRRC for the period specified. Included are: 1) SRRC objective narratives; 2) state program development; 3) educational appraisal; 4) educational programming; 5) sharing resources; 6) project administration; 7) client summary by state; and 8) appendices.

Index #: 03-03-08
Title: Quarterly Report for RRC #3, Quarter 2, Cumulated from February 1, 1976 - July 31, 1976.
Author: Southwest Regional Resource Center
Region: #3
Abstract: This document provides summary data generated by the SRRC for the period specified. Included are: 1) SRRC objective narratives; 2) state program development; 3) educational appraisal; 4) educational programming; 5) sharing resources; 6) project administration; 7) client summary by state; and 8) appendices.

Index #: 03-03-09
Title: Quarterly Report for RRC #3, Quarter 3, Cumulated from February 1, 1976 - October 31, 1976.
Author: Southwest Regional Resource Center
Region: #3
Abstract: This document provides summary data generated by the SRRC for the period specified. Included are: 1) SRRC objective narratives; 2) state program development; 3) educational appraisal; 4) educational programming; 5) sharing resources; 6) project administration; 7) client summary by state; and 8) appendices.

Index #: 03-03-10
Title: Quarterly Report for RRC #3, Quarter 4, Cumulated from February 1, 1976 - January 31, 1977.
Author: Southwest Regional Resource Center
Region: #3
Abstract: This document provides summary data generated by the SRRC for the period specified. Included are: 1) SRRC objective narratives; 2) state program development; 3) educational appraisal; 4) educational programming; 5) sharing resources; 6) project administration; 7) client summary by state; and 8) appendices.

Index #: 03-03-11
Title: Progress Report for RRC #3, February 1, 1977 - May 31, 1977.
Author: Southwest Regional Resource Center
Region: #3
Abstract: This document provides summary data generated by the SRRC for the period specified. Included are: 1) narratives by SRRC strategy numbers; 2) financial accounting by program areas; 3) backup materials for financial accountability data; 4) demographic data; 5) strategy backup materials; and 6) appendices.

Index #: 03-03-12
Title: Progress Report, June 1, 1977 - September 30, 1977.
Author: Southwest Regional Resource Center
Region: #3
Abstract: This document provides summary data generated by the SRRC for the period specified. Included are: 1) SRRC objective narratives; 2) state program development; 3) educational appraisal; 4) educational programming; 5) sharing resources; 6) project administration; 7) client summary; and 8) appendices.

PRODUCTS

Index #: 03-04-01
Title: The Severely, Multiply Handicapped: What Are the Issues?
Author: Jean J. Moore, Vance Engleman and the Rocky Mountain Regional Resource Center
Region: #3
Abstract: This document is the proceedings from the regional topical conference on the severely, multiply handicapped which was sponsored as the result of prioritized needs of the states as expressed by State Directors of Special Education. The five topical areas which the conference emphasized are: 1) Systematic Delivery System; 2) Identification of constraints to getting children served; 3) Options for Unserved Children; 4) What is Relevant Education? and 5) Parent Education and Their Role. The document also includes a conference evaluation, participant list, and texts of the major conference presentations.
Pub. Info.: June, 1974 128 pp.

Index #: 03-04-02
Title: Implementing Special Education Services in Rural Remote Areas, The Proceedings from the Western States Topical Conference.
Author: Jean J. Moore, Vance Engleman, Carolyn Moore and the Rocky Mountain Regional Resource Center
Region: #3
Abstract: This document is the proceedings of a conference sponsored by the Rocky Mountain RRC, the Northwest RRC and the Coordinating Office for RRCs. It is intended to provide an index to possible resources that could be used in any typical rural area, regardless of state or population density. The ideas presented focus on stimulating the planning and implementation of programs. Most of the content is worded in a general framework in order to allow the user to translate the ideas to more acuurately fit specific needs. The information is indexed by color, indicating three major divisions: Program, Administration and Legislation.
Pub. Info.: 1975 272 pp.

Index #: 03-04-03
Title: Establishing Services for the Severely Handicapped in Public Schools.
Authors: Susan B. Harrison and Merrill Johnson; Jean J. Moore, Ed.
Region: #3
Abstract: This manual was written to present the process steps needed to initiate and implement educational programs for severely handicapped children in a public school setting. The bulk of the document addresses an elaboration of 19 program elements identified as separate process steps. The elements are divided into three classifications: the first seven describing planning activities; nine elements addressing implementation; and the last three elements discussing expanding and enhancing the basic program. There is also a brief discussion of the interrelationships of the elements. Elements addressed include appraisal resources, physical facility resources, transportation, financial resources, staff resources, instructional program methodology, parents, etc.
Pub. Info.: 1975 (reprinted 1976) 288 pp.

Index #: 03-04-04
Title: Information for Inservice Training Development: A Collection from Field Efforts of the RMRRC.
Author: Rocky Mountain Regional Resource Center
Region: #3
Abstract: This manual contains information that evolved from field experiences and training efforts of special educators associated with the Rocky Mountain Regional Resource Center (RMRRC). The book is directed to an audience of inservice trainers of teachers and to teachers. The manual consists of five major sections: 1) identification; 2) diagnosis; 3) prescription; 4) programming; and 5) evaluation. Each section contains an introduction and overview of the section, a narrative and a summary.
Pub. Info.: January, 1975 (reprinted 1976) 373 pp.

Index #: 03-04-05
Title: Report on Identification of Handicapped Children and Programming for Them.
Author: Romaine Mackie
Region: #3
Abstract: This report is of a project conducted with funds from the Southwest Regional Resource Center (SRRC) by Romaine Mackie, subcontractor. The purpose was to develop materials which the states (Arizona, Colorado, Nevada, New Mexico, and Utah) could

-continued-

Index #: 03-04-05 (continued)
adjust to their needs and utilize as they form and/or refine guidelines in relation to: 1) identifying handicapped children for special education and 2) programming for them.
Pub. Info.: April, 1975 110 pp.

Index #: 03-04-06
Title: Stratistician and Other Special Education Delivery Models: Changes Over Time in Teacher Ratings, Self-Image, Perceived Classroom Climate and Academic Achievement Among Handicapped and Nonhandicapped Children.
Author: Rocky Mountain Regional Resource Center
Region: #3
Abstract: This document is a report of the results of a research study carried out in certain Utah public schools by the RMRRC testing the impact and effectiveness of "Stratisitician-Generalists" on regular classroom teachers. The work of the stratisitican-generalist is ongoing throughout the school year and includes activities of direct assistance to classroom teachers, resource teachers, special class teachers, and to local school and district administrators. (Additional information on interpretation of the scales resulted in revision of the findings reported here. See 03-04-09.)
Pub. Info.: July, 1975 (revised April, 1977) 61 pp.

Index #: 03-04-07
Title: Examining Placement Problems Relative to Certain Handicapped and Nonhandicapped Children: A Regional Task Force Report.
Authors: W. Frank South, et. al. Jean J. Moore, editor
Region: #3
Abstract: This document is a task force report which addressed the question: How do you differentiate among children who are not succeeeding in school when they do not exhibit an obvious handicap? The SRRC was requested by Region #3 to develop and support a plan whereby information on differentiating among these children could be elicited. This report is a compilation of the information obtained by the task force.
Pub. Info.: January, 1976 95 pp.

Index #: 03-04-08
Title: Transferring Student Information Between Educational Agencies: How to Obtain Student Information from other Educational Agencies; How to Release Student Information to other Educational Agencies. Recommended Policies and Procedures.
Author: Marilyn Parsley, Regional Task Force and the Southwest Regional Resource Center; Jean J. Moore, Ed.
Region: #3
Abstract: This manual was written to assist local education personnel within the states in Region 3 (Nevada, Utah, Colorado, Arizona, New Mexico, BIA) in transferring educational information on students who come from highly transient populations. Procedures outlined for obtaining or sending information are cross-referenced to the rules and regulations for the Family Educational Rights and Privacy Act (FERPA); these rules plus those for the Privacy Act of 1974 are included as appendices. Sample forms generated and reviewed by task force members are included; e.g., Annual Notification, Request for Student Information, Record of Access, etc.
Pub. Info.: January, 1977 72 pp.

Index #: 03-04-09
Title: Special Education Delivery Alternatives: Changes Over Time in Teacher Ratings, Self-Image, Perceived Classroom Climate and Academic Achievement Among Handicapped and Nonhandicapped Children.
Author: Judy Ann Buffmire
Region: #3
Abstract: This document reports the results of a study involving RMRRC-trained stratistician-generalists. Complete data for all instruments used were obtained for 342 handicapped and 202 nonhandicapped children on social-emotional scales and for 314 handicapped and 1,454 nonhandicapped children on achievement test data. Significant findings were: academic differences between handicapped and nonhandicapped students were not lessened with stratistician involvement; academic differences between handicapped with and without stratistician help were not significantly different; handicapped students in stratistician schools felt less lonely and perceived less classroom misbehavior and unhappiness; teacher ratings at the end of the school year did not discriminate between handicapped and nonhandicapped students as they had in the fall.
Pub. Info.: July, 1975 (revised April, 1977) 61pp.

Index #: 03-04-10
Title: Teacher Reference Manual for Assessment Instruments for the Severely Developmentally Impaired.
Authors: Kenneth L. Harris, Jan F. Mallet, J. Dean Jones, and the Southwest Regional Resource Center
Region: #3
Abstract: Basic information is contained on 28 assessment instruments for the severely handicapped: publisher, cost, brief description of the test, format, purpose, type of response, population and age, estimated time of assessment, test materials, directions for administration and scoring; and interpretation. This document was prepared for the New Mexico Special Education Division, State Department of Education. It addresses monitoring student progress and program evaluation. Information is contained on who may administer the various assessment instruments also.
Pub. Info.: August, 1977 138 pp.

Index #: 03-04-11
Title: Administrators Manual. Programming for Handicapped Students at the Secondary Level: Responding to Public Laws.
Authors: Jean J. Moore, Vance Engleman, Coeditors, and the Southwest Regional Resource Center
Region: #3
Abstract: This document is a product of the national topical conference on programming for secondary students cosponsored by the SRRC and CORRC. Administrative functions are identified in four major areas--The Operational World (developing the administrative structure for secondary programs); The Student World (the individual's profile--what it should contain); The Training World (a continuum of programs and materials and equipment considerations); The Work World (placing the handicapped secondary student into an appropriate job). The applicable Rules and Regulations are cited for PL 94-142 and for Section 504 of PL 93-112; PL 94-482 is also cited for the Vocational Education Amendments. Blank columns permit entry of state laws, rules and regulations, and identification of local resources.
Pub. Info.: November, 1977 68 pp.

Index #:	03-04-12
Title:	Transdisciplinary Evaluation of Children: Final Report on the Southwest Regional Resource Center's Involvement with the Central Arizona Child Evaluation Center.
Authors:	Diane J. Renne and the Southwest Regional Resource Center
Region:	#3
Abstract:	This document traces the evolution from a multidisciplinary to an interdisciplinary to a transdisciplinary clinic for evaluation of handicapped children, beginning with the placement, in 1975, of an educational diagnostician from the SRRC staff. The document recounts the historical development of advisory and consumer input, and contains checklists of educationally relevant questions that teachers or parents might ask those from various professions who could be involved in the child's diagnosis. The evaluations at CACEC are problem-centered; a case history of a hypothetical child is recounted on the actual forms used at the center.
Pub. Info.:	November, 1977 100 pp.

Accountability

03-02-04

Administration

03-02-08
03-04-02
03-04-11

Assessment

03-02-08

Bibliographies

03-02-09
03-04-03

Bureau of Indian Affairs

03-02-08
03-02-16
03-12-17

Conference Proceedings

03-02-08
03-04-01
03-04-02
03-04-11

Delivery Systems

03-02-10
03-02-11
03-02-12
03-02-13
03-02-14
03-02-15
03-04-01
03-04-02
03-04-03
03-04-06
03-04-09
03-04-11
03-04-12

Diagnosis

03-04-03
03-04-04
03-04-07
03-04-10
03-04-12

Educational Programming

03-02-08
03-04-03
03-04-04
03-04-05
03-04-07
03-04-10
03-04-11
03-04-12

Evaluation

03-02-04
03-02-07
03-02-08
03-02-09
03-02-13
03-02-14
03-02-16
03-04-04
03-04-10
03-04-12

Guidelines

03-02-05
03-02-06
03-02-09
03-02-16
03-04-08
03-04-10
03-04-11

Identification

03-02-11
03-02-12
03-04-03
03-04-04
03-04-05

In-service Training

03-02-04
03-04-03
03-04-04

Legislation

03-02-17
03-04-02
03-04-08
03-04-11

Mainstreaming

03-04-04
03-04-06
03-04-09

Models

03-02-07
03-02-10
03-04-06
03-04-09
03-04-11
03-04-12

Multiply Handicapped

03-04-01
03-04-10
03-04-12

Nonbiased Assessment

03-02-09
03-02-16

Parent Education

03-04-01
03-04-02
03-04-12

Parents

03-04-01
03-04-02
03-04-08
03-04-12

Placement

03-02-08
03-04-02
03-04-07
03-04-11
03-04-12

Prescriptive Programming

03-04-03
03-04-04
03-04-10
03-04-12

Program Planning

03-02-13
03-02-14
03-04-02
03-04-03
03-04-11

P.L. 94-142

03-02-07
03-02-08
03-02-09
03-02-17
03-04-11

Resource Rooms

03-02-07

Restraints

03-04-01
03-04-02

Rural Areas

03-02-07
03-04-02

Severely Handicapped

03-04-01
03-04-03
03-04-10
03-04-11
03-04-12

Staffing

03-02-05
03-02-15
03-04-12

Stratistician

03-04-04
03-04-06
03-04-09

Technical Assistance

03-02-05
03-04-11

Tracking

03-02-07
03-04-08
03-04-10

Training

03-02-04
03-04-04